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ABSTRACT

The study focused on individual high school seniors and their high school programs; school, work, and life values; educational and occupational goals; and decision-making criteria for postsecondary plans. The project, based on the 1972 National Longitudinal Study, had three components: field testing, the base year survey, and follow-up survey. Following field tests, the base year survey of 60,000 New Jersey high school seniors revealed that a slight majority were planning college careers; working full-time was the next most popular plan; attending business, trade, or vocational school was the third most popular plan. A student profile focussed on personal characteristics and planning techniques used in decision making during the year after high school. A year after the first survey, follow-up on 15% of the base year group found that although college attendance remained most popular, more respondents were working than had been projected with a commensurate decrease in full-time business, trade, or vocational school enrollment. Discriminant analysis successfully classified 78% of full-time workers and 95% of college attendees. The procedure was unable to classify those in business, trade, or vocational schools. No significant differences were found between response patterns of working groups and business, trade, or vocational school groups. (CSS)

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A STUDY OF INITIAL POSTSECONDARY SCHOOL WORK AND EDUCATION PLANS AND ACTIVITIES

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A STUDY OF INITIAL POSTSECONDARY SCHOOL WORK AND EDUCATION PLANS AND ACTIVITIES

INTRODUCTION

At no other time in our history have young men and women had so much latitude in deciding for themselves what they want to do as adults. Many racial, ethnic and sex related boundaries which traditionally limited job accessibility and higher educational opportunities have been significantly reduced. At the same time, however, an inflationary economy and a society experiencing rapid technological and social changes have blocked off other career avenues which, in the recent past, held great promise. As a result of these two opposing forces, young adults are being increasingly pressured to make earlier and more realistic decisions about what they want to do as adults and about the best ways to achieve their goals.

The selection of an initial postsecondary school work or education plan is generally considered to be among the most important decisions a person must make. Deciding what to do following high school is, for many students, the first real decision they will make in their lives. Knowing that the activity they decide on, whether it be working full-time, continuing their education, or entering the military, will likely affect what they will do in future years, makes that decision-making process even more critical.

In spite of this, every high school graduate

does make a decision about what to do after high school--some by merely following a path laid out years before, others after considerable soul-searching and guidance counseling, and yet others by default, by either doing nothing or by waiting for some external force to step in and present them with a plan.

Knowing what initial postsecondary plans are actually being made by today's high school seniors and understanding why they are selecting those plans is of interest not only to researchers in education but also to educational practitioners who work on a daily basis with young people as they decide on their short-term career or educational goals.

A recent study of New Jersey high school seniors provides the data base for the present examination of high school seniors' initial postsecondary school work and education plans.

BACKGROUND OF THE DATA COLLECTION

During the winter of 1975-76, interest was expressed by a number of groups and governmental agencies in New Jersey for up-to-date, valid information on the education-and work-related values, plans, and goals of students completing high school. An additional data need was identified focusing on the education and work activities and patterns of former students during the crucial years after their leaving high school.

Researchers, policy planners, and decision-makers from the New Jersey Department of Education, Department of Higher Education, and Department of Labor and Industry initiated a data collection effort in this direction. The Department of Education envisioned this project primarily as a means of providing valid data to both state and local-level educators concerned with the adequacy of the secondary schools in meeting the educational preparation and vocational training needs of students in the mid 1970's. The project being planned, however, would provide a wealth of information on high school seniors which would serve a variety of purposes.

The project, entitled "Profile of High School Seniors: A Longitudinal Study," was based on the National Longitudinal Study of 1972, conducted by the National Institute of Education. The New Jersey Study had three components: field-testing, the Base Year Survey, and the Follow-Up Survey.

The main focus of the study was the individual high school senior and his/her:

1) high school program
2) school, work, and life values
3) educational and occupational goals
4) decision-making criteria for postsecondary plans

The field test phase of the study was a pilot run of both the Base Year and Follow-Up Surveys. The Base Year Survey was the primary data source. Every public and

non-public high school in New Jersey was invited to participate. Of the 315 public schools in New Jersey, 225 schools participated. Fifty-one of the 144 accredited non-public schools in the state were also part of this study. Completed questionnaires were received from 60,230 high school seniors. This represented 60% of the total New Jersey high school senior population in spring, 1977.

The Follow-Up Survey, conducted during the spring of 1978, elicited current status information and future career direction information from a sample of the Base Year Survey respondents. A randomly selected sample representing approximately 15% of the Base Year respondents was contacted individually during spring, 1978, the year following their completion of high school as part of the Follow-Up study.

FACTORS RELATED TO POSTSECONDARY SCHOOL PLANNING

The Base Year Survey questionnaire was divided into four parts: a general section which all students addressed and three additional sections requesting specific information from students planning for one of the three major postsecondary school activity plans: working full-time, attending a trade, business or vocational school, or attending a two- or four-year college or university.

Of the approximately thirty-five variables in Section One of the Base Year questionnaire, variables related

to the following areas were initially selected for examination in this study: 1) high school program, 2) academic ability, 3) work experience during high school, 4) life, career and work values, 5) career goal, and 6) actual postsecondary plan.

The Base Year population was examined on each of these variables in order to provide the basis for determining which variables were most significant in predicting seniors' actual postsecondary choice of plans.

A Profile of New Jersey's High School Seniors, Class of 1977

Two general observations on the 60,230 high school seniors in the survey revealed that 1) females outnumbered males in each racial-ethnic origin category, and 2) the proportion of survey respondents in each geographic and socio-economic status group was comparable to the total state's twelfth grade population.

In terms of high school programs, more than three-fourths of the non-public school respondents and half of the public school respondents reported themselves as academic or college preparatory students. General program enrollment accounted for nearly 20% of the respondents while the remaining students were in business, trade and vocational programs.

For the most part, seniors reported that their own feelings were most important in deciding on which high school program to follow. Minority students, however,

more often indicated that guidance counselors were an important source of influence in high school program selection than did other students.

The concept of academic rank appears to be losing the aura of importance which once surrounded it. Nevertheless, relative academic standing is still a useful characteristic by which to examine high school seniors. When asked to rank themselves academically, 70% of respondents reported being in the upper 50% of their classes. Nearly half of those in academic programs, unsurprisingly, placed themselves in the top 25%.

For many seniors, holding down a job while still in high school is an economic reality. Whether the reason for working is for pocket money or to supplement the family income, approximately two-thirds of all high school seniors reported some form of paid employment. Mirroring post-secondary school employment patterns, the largest percentage of students not working while in high school was in the lowest socio-economic status groups in the urban centers.

Most working seniors were in jobs unrelated to their future work or career plans. Students with clerical, farming or craft occupation plans, however, were the most likely to be in high school jobs in related areas.

Making plans for after High School

Career planning begins for most young people well before their senior year in high school.[1] Eighty-six percent

[1]E. Ginzberg, Occupational Choice: An Approach to a General Theory, New York: Columbia University Press, 1951.

of the Base Year respondents indicated that they had decided whether or not to go to college before ninth grade.

When asked to evaluate the influence of various persons or services in deciding on what to do after high school, the overwhelming majority of seniors reported parents and other family members as being very important. Guidance counselors and teachers were unanimously mentioned as being second only in importance to family members.

Self-estimate of academic ability must also be considered in viewing the process whereby students decide on postsecondary school plans. When asked whether they felt they had the academic ability to complete college regardless of their actual plans, males, racial-ethnic minority students, and students enrolled in academic programs were most confident of their ability. Seniors planning to work directly after high school and those with unspecified postsecondary school plans were most likely to question their ability to succeed in college.

The values that seniors hold regarding life in general and work inparticular provide another clue to the plans they make for after high school. Survey respondents were given a list of value statements and asked to identify which were very, somewhat or not important to them.

Being successful drew the largest percent of responses as being very important. Having a steady job, finding the right person to marry and having a happy family life were also highly rated values. Interestingly, there

was very little variation among the most popular choices cited for any of the subgroups identified for analysis. Males and females, all racial-ethnic origin groups and students with each kind of postsecondary school plan were all relatively consistent in their ranking of values. One exception was the group planning to be full-time homemakers for whom a happy family life was selected as a value twice as often as the value of being successful.

The least important values for all were: remaining in this part of the country, maintaining close family ties, working in the same field or job area as family members, and having the chance to be a leader.

Long-range career goals, if identified, will likely affect the selection of an initial postsecondary school plan. The majority of both male and female survey participants indicated professional work as their career goal. Clerical, craft, and management and administrative positions were the next most popular choices. Less than 10% of either the male or female group of respondents reported being undecided about long-term career objectives during spring of their senior year in high school.

Projected Plans

The focus of the Base Year Study was the postsecondary plans indicated by the survey respondents during the spring of their senior year. A single question containing five options was provided on the survey form. Respondents

were requested to select the one activity in which they expected to spend the majority of their time during the year following high school.

In some cases, students were forced by the format of the question to select an option according to what they considered to be their primary identification rather than their sole activity plan. For example, seniors who planned to both work and attend school had to decide whether they considered themselved primarily students or employees. The five options were: 1) working full-time, 2) attending a business, trade, or vocational school, 3) attending a two- or four-year college or university, 4) entering military service, and 5) other (take a break, full-time homemaker, travel, etc.).

Approximately 53% of both male and female respondents in spring, 1977 were planning to attend college during the year ahead. Working full-time was the next most popular plan, projected by about 22% of the survey population. Nine percent of the responding seniors reported postsecondary business, trade, or vocational schooling in their immediate future plans while slightly more than 4% planned to enter the military service.

ACTUAL POSTSECONDARY SCHOOL ACTIVITIES

The Follow-Up Survey provided the means for eliciting information from the Base Year Survey respondents one year after the initial data collection. The most

important information collected on that second round survey was the actual activity in which those former high school seniors were engaged. This information allowed the researcher to compare projected plans to actual activity choices in order to verify the predictive ability of the Base Year Survey.

Follow-Up Survey results on approximately 5,000 randomly selected Base Year respondents indicated that a slightly higher percent of young people were attending a two- or four-year college than had planned to (55% compared to 53%). In addition, a larger percent of survey participants were working full-time than had been projected (31% compared to 22%). While only half as many young people were in the military (2% compared to 4.5%) as had planned to. The percent of students enrolled full-time in business, trade, or vocational school (8.6%) remained fairly constant between the two surveys (see Table 1).

The following sections provide additional information on survey participants according to their primary planned (Base Year responses) or actual (Follow-Up Survey responses) initial postsecondary school activity.

Work

Slightly more than 30% of all Follow-Up Survey respondents had entered the labor force full-time since finishing high school, a small increase over the percent who had indicated full-time work as a planned initial postsecondary activity.

TABLE I

INITIAL POSTSECONDARY ACTIVITIES AS REPORTED BY BASE YEAR AND FOLLOW-UP SURVEY RESPONDENTS

INITIAL POSTSECONDARY SCHOOL ACTIVITY	TWO- OR FOUR-YEAR COLLEGE	WORK FULL-TIME	BUSINESS, TRADE OR VOCATIONAL SCHOOL	MILITARY SERVICE	OTHER	NO RESPONSE*
PLANNED By Base Year Survey Respondents during Senior Year in High School, Spring, 1977	53%	22%	9%	4%	6%	6%
ACTUAL Reported by Follow-Up Survey Respondents in Spring, 1978	55%	31%	8%	2%	4%	

*Only Follow-Up Survey respondents who reported their actual activity were included in the Follow-Up sample.

Survey participants were asked both during the Base Year and the Follow-Up year to describe the type of work they would be (were) doing. Table 2 shows the similarity of responses over time. Follow-Up Survey responses of working participants provided the profile information in Table 3.

Attending Two- or Four-Year Colleges

Approximately 55% of the Follow-Up Survey respondents were enrolled either full- or part-time in a two- or four year college or university. Fifty-eight percent attend school in New Jersey, 62% at a public institution, and 77%

TABLE 2

TYPE OF WORK PROJECTED BY BASE YEAR SURVEY RESPONDENTS AND REPORTED BY FOLLOW-UP SURVEY RESPONDENTS WORKING FULL-TIME DURING THE YEAR AFTER HIGH SCHOOL

TYPE OF WORK	CLERICAL	SERVICE	SALES	SKILLED OR UNSKILLED TRADE	OTHER*
PLANNED By Base Year Survey Respondents who would be working Full-Time after High School	23%	16%	12%	49%	
ACTUAL Reported by Follow-Up Survey Respondents working Full-Time	24%	16%	12%	27%	19%

*Not an option on the Base Year Survey.

TABLE 3

A PROFILE OF FOLLOW-UP SURVEY RESPONDENTS IN THE LABOR FORCE IN SPRING, 1978

THE MAJORITY OF EMPLOYED PARTICIPANTS . . . .

- Had held one or two part-time or full-time jobs since finishing high school.
- Worked an average of thirty-five or more hours per week.
- Received average monthly take-home wages of $150 or less, or $401-600.
- Worked within five miles of thier home.
- Obtained their job(s) through a friend or relative.

were in a four-year college (see Table 4).

TABLE 4

DESCRIPTION OF COLLEGES ATTENDED BY FOLLOW-UP SURVEY RESPONDENTS IN SPRING, 1978

IS THE SCHOOL YOU ARE ATTENDING . . .					
Two Year	Four Year	Public	Non-Public	Inside New Jersey	Outside New Jersey
23%	77%	62%	38%	58%	42%

Table 5 compares Base Year and Follow-Up Survey responses to a question on both surveys regarding students' academic field of study (major). Business, which was the most popular anticipated major of Base Year high school seniors, gained in popularity the following year. The proportion of college students in education and engineering also rose while the number of students in agriculture, architecture, and biological science areas declined.

Attending Business, Trade, or Vocational Schools

About 8.5% of all the respondents to the Follow-Up Survey reported themselves to be enrolled, either part-time or full-time in a business, trade or vocational school, correspondence school or an apprenticeship program. This number is almost identical to the percent of Base Year Survey participants who had such plans (8.6%) as high school

TABLE 5

FIELDS OF STUDY PROJECTED BY BASE YEAR SURVEY RESPONDENTS IN SPRING, 1977 AND REPORTED BY FOLLOW-UP SURVEY RESPONDENTS ATTENDING COLLEGE FULL-TIME IN SPRING, 1978

	Base Year Survey	Follow-Up Survey
AGRICULTURE (for example, agricultural economics, agronomy, forestry, and soils)	3%	2%
ARCHITECTURE, ART, OR MUSIC (for example, art appreciation, design, drawing, sculpting, music appreciation, and composition)	8	7
BIOLOGICAL OR PHYSICAL SCIENCES (for example, botany, ecology, predentistry, premedicine, zoology, astronomy, biochemistry, chemistry, geology, and physics)	14	11
BLACK STUDIES, MEXICAN-AMERICAN STUDIES, OR OTHER ETHNIC STUDIES	0	0
BUSINESS OR COMPUTER AND INFORMATION SCIENCES (for example, accounting, business administration, industrial management, marketing, finance, programming, and systems analysis)	23	27
EDUCATION (for example, business education, elementary education, and physical education)	7	9
ENGINEERING OR MATHEMATICS (for example, chemical engineering, civil engineering, electrical engineering, mechanical engineering, calculus, and statistics)	8	9
ENGLISH, FOREIGN LANGUAGES, OR JOURNALISM (for example, creative writing, linguistics, literature, speech, drama, French, German, Italian, Latin, Spanish, communications, radio and television)	6	7
HEALTH-RELATED CAREERS OR HOME ECONOMICS (for example, nursing, medical technology, X-ray technology, dietetics, family and child development, nutrition, and textiles and clothing)	11	9
INTERDISCIPLINARY STUDIES	0	0
PHILOSOPHY, RELIGION, OR SOCIAL SCIENCES (for example, ethics, logic, theology, anthropology, economics, government, history, political science, prelaw, psychology, social work, sociology, and urban affairs)	13	13
VOCATIONAL OR TECHNICAL EDUCATION	1	1
I DO NOT KNOW	5	5

seniors.

Table 6 provides information on the Type of business, trade or vocational school which Follow-Up Survey respondents were attending.

TABLE 6

DESCRIPTION OF BUSINESS, TRADE OR VOCATIONAL SCHOOLS ATTENDED BY FOLLOW-UP SURVEY RESPONDENTS IN SPRING, 1978

IS THE SCHOOL YOU ARE ATTENDING . . .			
Public	Private	Inside New Jersey	Outside New Jersey
53%	47%	78%	22%

Table 7 shows the fields of study in which these students were engaged compared to those which were projected during the Base Year Survey.

Military Service

Of the small number of Follow-Up Survey respondents who were in the military service, 57% were on active duty in Spring, 1978. Table 8 shows the service branches with which respondents were associated. Although a majority of those in the military were undecided about future plans, 20% planned to continue their education, 20% intended to work at a trade learned in the service and 15% intended to pursue a military career.

TABLE 7

FIELDS OF STUDY PROJECTED BY BASE YEAR SURVEY RESPONDENTS AND REPORTED BY FOLLOW-UP SURVEY RESPONDENTS ATTENDING BUSINESS, TRADE OR VOCATIONAL SCHOOLS FULL-TIME

FIELD OF STUDY	OFFICE OCCUPATION	TECHNICAL EDUCATION	HEALTH OCCUPATION	VOCATIONAL INDUSTRIAL OCCUPATION	DISTRIBUTING AND MARKETING	HOME ECONOMICS, CONSUMER ECON., AGRICULTURE
PLANNED By Base Year Survey Respondents intending to attend Business, Trade, or Vocational School Full-Time	30%	22%	16%	17%	12%	3%
ACTUAL Reported by Follow-Up Survey Respondents attending Business, Trade, or Vocational School Full-Time	29%	22%	16%	17%	12%	4%

TABLE 8

PERCENT OF FOLLOW-UP SURVEY RESPONDENTS IN EACH OF THE FIVE BRANCHES OF THE MILITARY SERVICE IN SPRING, 1978

	BRANCH OF MILITARY SERVICE				
	ARMY	NAVY	AIRFORCE	MARINES	COAST GUARD
ACTUAL Reported by Follow-Up Respondents in Military Service	27%	27%	23%	18%	4%

DISCRIMINANT ANALYSIS

Methods

In order to determine which questions on the Base Year Survey were most efficient in distinguishing which students would select each of the three major career choices (work full-time, postsecondary business, trade or vocational school, and college), a multiple group discriminant analysis was performed using forty-nine variables from Section One of the Base Year questionnaire. Approximately 3,800 respondents' data were used for this multi-part analysis.

Discriminant analysis (Nie, Hull, Jenkins, Steinbrenner, and Bent, 1975) is used to statistically distinguish between two or more groups of cases. In order to perform this analysis, the reseacher selects discriminating variables that measure characteristics on which the groups are expected to differ. The objective is to weight and linearly combine the discriminating variables so that the groups are as statistically distinct from one another as possible.

Discriminant analysis was used in this study as a classification technique, using a subset of subjects who have already been identified in terms of group membership. Once these characteristics or discriminating variables were selected, they were used to predict the likelihood of group membership of other subjects for whom such information was available.

The subjects in this part of the study were 3,876

high school seniors who participated in both the Base Year and Follow-Up Surveys for whom there was complete information. Group membership refers to the three major postsecondary school activities reported by each of the Follow-Up Survey respondents.

Results

A stepwise selection method was initially used to identify those characteristics with the best power of discriminating between subjects for membership in different groups. This Phase I analysis resulted in the identification of twenty-one variables which successfully discriminated between members of the three groups (work, vocational school, college). These variables were response options to eight questions from Section One of the Base Year Survey questionnaire related to a student's racial-ethnic origin, high school program, academic rank, perceived academic ability, proposed postsecondary school activity, life-, work- and career-values.

Based on survey respondents' answers to these eight questions, the respondents were classified into the three membership groups. This classification procedure was then statistically validated using the respondents' actual postsecondary school activity as reported on the Follow-Up Survey. As a result of the discriminant analysis procedures, 94% of those in college were accurately classified along with 72% of those working full-time. The

characteristics or discriminating variables of students who were actually enrolled in postsecondary business, trade or vocational schools, however, were not sufficiently distinct from those of the working group to allow for successful group-membership prediction.

A more intensive visual review of the response patterns of the work and postsecondary school business trade or vocational school attendees confirmed the analysis.

Based on these findings it would be most difficult to identify those students who would most likely continue their education (not in college) from their personal and high school profiles. More research is needed on this group.

SUMMARY AND CONCLUSIONS

A large-scale longitudinal study of New Jersey public and non-public high school seniors produced a wealth of information on planned and actual initial postsecondary school activities. More than 60,000 members of the high school class of 1977 responded to a Base Year Survey administered during the spring of their senior year in high school. A sample of these same students were then surveyed one year later to obtain additional information relating to their major activities in the year following high school.

A profile of the New Jersey high school seniors was drawn from Base Year Survey results focusing on the respondents' personal characteristics and the planning

techniques used in deciding on the course to follow during the year after high school. In 1977, a slight majority of young people approaching the termination of twelve years of schooling were planning college careers. Working full-time was the next most popular postsecondary school plan while attending a business, trade or vocational school was proposed by the third largest segment of the state's senior class.

Results of the Follow-Up Survey were examined to see the actual activities in which a sample of the Base Year Survey group was engaged during the year following high school. While college attendance remained most popular, a larger percent of survey respondents were working than had been projected with a commensurate decrease in the number actually enrolled full-time in business trade or vocational postsecondary schools.

A multiple group discriminant analysis was performed in order to test the predictive ability of the Base Year Survey questions for postsecondary school initial activity selection. The multiphase analysis first identified the variables (Base Year Survey responses) which best discriminated between the survey respondents who were either attending college, working full-time or enrolled in business, trade or vocational schools during the year after high school.[2] The analytic procedure then classified nearly 4,000 subjects according to their Base Year Survey responses and checked the accuracy of this technique against the

[2]See Appendix A.

actual postsecondary school activities reported by the subjects.

The discriminant analysis successfully classified 78% of those who worked full-time and 92% of those attending a two- or four-year college or university. The procedure, however, was unable to classify those in business, trade or vocational schools. Further study revealed no significant difference between the response patterns (variables used in the analysis) of those in the working group and those in the postsecondary business trade or vocational school group.

Results of this study indicated that certain characteristics exhibited by high school seniors, which can been systematically examined by means of a short survey instrument, can accurately predict those who will work or attend college full-time during the year following high school completion.

APPENDIX ONE

Selected Base Year Survey Questions Used in Discriminant Analysis

How do you describe yourself?

American Indian 1
Black, Afro-American, or Negro 2
Mexican-American or Chicano 3
Oriental or Asian-American 4
Puerto Rican 5
White or Caucasian 6
Other 7

How do you rate yourself academically compared to the other students in your class?

In the top 25% of my class 1
Below the top 25%, but in the upper half of my class 2
In the third 25% of my class 3
In the bottom 25% of my class 4

How would you best describe your high school program?

General 1
Academic or college preparatory 2
Business or office occupations 3
Trade or industrial occupations 4
Other 5

Aside from your actual plans and if you wanted to and could afford it, do you think you have the academic ability to complete college?

Yes, definitely 1
Yes, probably 2
Probably not 3
Definitely not 4

How important is each of the following to you in your life?

	Very Important	Somewhat Important	Not Important
A. Being successful	1	2	3
B. Finding the right person to marry and having a happy family life	1	2	3
C. Having lots of money	1	2	3
D. Having strong friendships	1	2	3
E. Being able to find steady work	1	2	3
F. Being a leader in my community	1	2	3
G. Being able to give my children better opportunities than I've had	1	2	3
H. Living close to parents and relatives	1	2	3
I. Leaving this area of the country	1	2	3
J. Making the world a better place to live	1	2	3

How important is each of the following to you in selecting a job or career?

	Very Important	Somewhat Important	Not Important
A. Making a lot of money	1	2	3
B. Being original and creative	1	2	3
C. Being helpful to others or useful to society	1	2	3
D. Having a steady job	1	2	3
E. Avoiding a high-pressure job	1	2	3
F. Being free from continuous supervision	1	2	3
G. Having a chance for steady progress rather than the chance of success or failure	1	2	3
H. Having the chance to be a leader	1	2	3
I. Working with people rather than things	1	2	3
J. Having a job that is respected by others	1	2	3

How important is each of the following in deciding the kind of work you plan to do for most of your life? For each item, fill in the circle that corresponds to the number of the response you choose.

	Very Important	Somewhat Important	Not Important
A. Job openings in the field	1	2	3
B. Meeting and working with sociable, friendly people	1	2	3
C. Previous experience in the field	1	2	3
D. Chances for promotion and advancement	1	2	3
E. Relative or friend in the same kind of work	1	2	3
F. Work similar to a hobby or interest of mine	1	2	3
G. Good salary	1	2	3
H. Job security and permanence	1	2	3
I. Work that seems important and interesting to me	1	2	3
J. Freedom to make my own decisions	1	2	3

Which of the following best describes how you will most likely be using your time after you leave high school?

Working full time or in an apprenticeship program 1
Attending trade or business school 2
Attending two- or four-year college or university 3
Entering military service 4
Other (take a break, no plans) 5

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